

Leamington Community Primary School

'Together we make a Difference'



SEND Policy

Reviewed by Governors: September 2022

Created by Miss. N Boyd



**Leamington
Values**



Together we make a Difference

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Remote Learning Policy

The aims and objectives of this policy are:

- To clearly identify the roles and responsibilities of school staff and the SEND Governor which reflects the SEND code of practice (2014) which states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support officers or specialist support staff.
- To create an ethos and educational environment that meets the needs of every pupil within our school.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within our school and make the best possible progress.
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies.
- To ensure all pupils, including those with SEND, have opportunities to access all aspects of the school curriculum and the wider school life and activities.
- To promote independence and resilience in pupils with SEND promoting a positive self-image and a 'can do' culture so that they are well prepared for transition to adulthood.
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

Definitions:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities:

The school SENCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Ensure that all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting their needs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including the deployment of some staff e.g. 1:1 support assistants.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Continue to implement whole-school CPD/training, particularly the induction of new staff.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this.
- Work with the Headteacher, SENCO and Inclusion Team to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any learning support officers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Identifying those children that may be making slower progress academically, or those presenting with social communication and mental health difficulties.

Admission arrangements:

The Governing Body at Leamington Primary School believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the 2014 Code of Practice. The school's admission arrangements are set out on the school website and can be accessed using the following link:

<http://www.leamingtonprimary.com/our-school/admissions/>

Identification of Special Educational Needs:

Leamington Primary School's arrangements for assessing and identifying pupils as having SEND are set out in the SEND Information Report which can be found on our school website:

<https://www.leamingtonprimary.com/policies-and-statutory-information/>

At Leamington Primary School, we use a number of additional indicators to identify whether pupils should be identified as having special educational needs, such as:

- Close analysis of tracking data including EYFSP, B Squared, SATs and PIVATs.
- Any teacher or support staff's concerns - using SENCO referral form, Foundation stage SENCO referral form, or Inclusion Team referral form.
- Following up on parental concerns (concern form available on school website).
- Termly tracking meetings between SENCO and each year group to discuss pupils on the SEND register and raise concerns.
- Tracking individual pupil progress over time alongside teacher assessment/judgement.
- Use of screeners e.g. Dyslexia screener, IDL., Talk Boost.
- Information from previous schools and Early Years setting.
- Assessment information from other agencies such as SENISS, Chatterbug, ADHD Foundation, OSSME, EMHP, Ed Psych, and Seedlings.

Other aspects that may impact on progress and attainment but may not be identified as SEND may include:

- LAC
- EAL
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium

Meeting the needs of children with SEND

Provision for pupils at Leamington Primary School with special educational needs and/or disabilities is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated approach to meeting special educational needs and/or disabilities.

Some of the strategies that we use to meet the needs of all children, including those with special educational needs are:

- Whole school approach to teaching The Zones of Emotional Regulation; empowering pupils to identify their own feelings and emotions throughout the school day and enabling them to self-regulate and implement strategies that work for them.
- All staff have a good understanding of sensory needs and provide regular 'alerting' and 'calming' sensory breaks at regular intervals throughout the school day. Some children also have individual sensory diets and are supported to ensure that these are implemented regularly.
- Differentiated quality first teaching is a priority for all pupils in the school, including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provisions in place.
- The SEND support takes the form of a four-part cycle known as the graduated approach (Assess, Plan, Do and Review) and all children identified on the SEND register will have a pupil passport that is updated termly.
- Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and Levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- In exceptional circumstances, where a child is working significantly below age related expectations and is unable to access education within the mainstream classroom, they may be given the opportunity to access our school-funded SEND Base. This provision is flexible and adapts to the needs of our children each year. Our current cohort are all EYFS children with very complex learning and sensory needs. We have a high ratio of staff:children which allows us to offer a bespoke curriculum that is highly personalised and focuses on their individual needs.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

Assessment and Review Process:



Assess:

As class teachers identify a concern with a child they will complete a SENCO referral or Inclusion Team referral. In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil and their previous progress and attainment. The pupil's own views are sought as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

Plan:

All pupils are in receipt of quality first teaching. Staff plan for additional support for pupils with SEND, appropriate to children's needs through daily practices such as visuals; sensory breaks, checklists, writing tools, etc. When it has been identified that children need additional support, class teachers will meet with pupils to identify their targets and then involve parents in the process to produce a pupil passport. This outlines the specific, measurable targets along with the strategies to meet them.

Do:

The school's SENCO supports the class teacher with implementing effective provision and further assessments for pupils with SEND. The teacher remains responsible for working with the child and where the interventions involve group or one-to-one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved.

Review:

Reviews of Pupil Passports are carried out termly on the agreed date with pupils and parents. Children with an EHC (Education, Health, and Care) Plan must be reviewed by the Local Authority in partnership with the school at least annually. When we review, we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher will work with the SENCO to adapt and revise the support in light of the pupil's progress and development -and any changes to support and outcomes will be made. We strive to provide clear information to parents about the impact of support and interventions. When a child transitions to another setting, information will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Access to the curriculum, information and associated services

All pupils at Leamington Primary School have equal access to a broad and balanced curriculum, adapted (where appropriate) to enable ALL pupils to understand the relevance and importance of appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, they are adapted accordingly and assessed to inform the next stage of learning. The school's 'Teaching and Learning Policy' promotes best practices for students with SEND. We also have a 'Remote Learning Policy' in place (should the need ever arise) which sets out all staff roles during remote learning as well as that of the SENCO.

- We have adopted a whole school approach to teaching the Zones of Emotional Regulation; supporting children to self-regulate throughout the school day.
- We are a dyslexia-friendly school and endeavor to promote the dyslexia-friendly practice to support those pupils that will benefit from this e.g. tinted paper/exercise books, coloured overlays, and visual checklists, etc.
- We are an ASD-friendly school and use visuals throughout to ensure that children are aware of what is happening in school and that the school day is predictable and demonstrates a consistent routine.
- Pupil Passports feature significantly in the SEND provision provided by the school. They contain SMART targets to ensure that all pupils experience success.
- Each member of staff, including mentors and LSOs, can access further information on various additional needs including dyslexia, ADHD and ASD through the SENCO.

Working in partnership with parents/carers

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers either in school or remotely and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

At Leamington Primary School we have an Inclusion and Wellbeing Team which includes all pastoral staff working in partnership with parents/carers in the following ways:

Deputy Headteacher – Inclusion and Behaviour Lead

SENCO and Assistant SENCO

Family Support Worker - Offering practical help and emotional support to families experiencing various difficulties.

Safeguarding Team – Offering advice, support and sign posting to relevant agencies as appropriate.

Attendance Officer – Working with families to improve attendance and offer support whenever necessary e.g. making home visits and offering practical support whenever necessary

Learning Mentor – providing support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional, behavioural problems or other issues.

Mental Health Lead – overseeing Leamington’s approach to supporting children with emotional and mental health difficulties; signposting to external agencies where appropriate.

Some families are supported with an ‘Early Help Assessment Tool (E-Hat) where a representative is named as the lead professional.

Inclusion and Facilities for vulnerable pupils and those with SEND

At Leamington Primary School we have taken all necessary arrangements to ensure all pupils, regardless of any disabilities, can fully access the building and extended facilities. We have done this in the following ways:

- Ramps, rails for access to building
- Disabled toilets in main building – with alarm and showers and rails fitted
- Disabled toilet in Nursery
- Disabled toilet in bistro building
- Illuminated fire exits throughout the school
- Sensory areas
- Nappy changing facilities

We also have developed particular expertise in the following areas:

- Specific learning difficulties, e.g. Dyslexia
- ADHD
- ASD
- Emotional, behaviour and mental health issues
- Speech, language and communication difficulties
- Sensory processing disorder

Allocation of resources for vulnerable pupils, including those with SEND

As part of the school budget funds are allocated for SEND, the Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- SEND Base (high ratio of staff:pupil)
- Learning Support Officers
- Service Level Agreements with external providers such as Educational Psychology Service, SENISS, Seedlings, ADHD Foundation, OSSME, and Chatterbug
- Learning Mentors – working on barriers to learning
- Training for all teachers, LSOs, 1:1 support assistants, welfare staff and Learning Mentors so that they can meet pupils’ needs more effectively
- Specialist books and equipment
- In-class and withdrawal support from learning support officers and additional outreach specialist teacher
- Purchasing and maintenance of ICT and electronic equipment
- Specialist resources and the creation of learning bays for 1:1 working

- Creating sensory areas to meet sensory needs
- An intensive support classroom - providing small group intensive support with a high ratio of adults:children.
- Dyslexia Screener training for LSOs
- IDL Literacy and Numeracy
- Additional interventions

CPD and training of staff

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO works in partnership with the Senior Leadership Team to arrange school-based INSET and targeted CPD support for staff working with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the past three academic years, the following areas have been covered:

- Provision mapping training
- Sensory processing disorder training
- ASD training (including all welfare staff)
- Attachment Disorder training
- Intensive interaction training for specific members of staff
- QFT and ROAR training
- Identifying children with SEND - four broad areas of need training
- ACES (Adverse Childhood Experiences) training for our family support worker
- Lego Therapy training
- Zones of Regulation training
- Dyslexia screening training
- Quality assurance of pupil passports training
- Dyscalculia training
- Attention Autism training
- EHCP review training
- Working memory training
- 'Behaviour is a form of Communication' training
- Social Stories and Comic Strip Conversations training
- Precision Teaching training

Links to support services

Leamington Primary School works in partnership with outside agencies such as:

- SENISS learning outreach
- SENISS Early Years Assessment
- OSSME
- Chatterbug
- Health and Social Services
- Educational Psychology

- Education Welfare
- SEND Consortia
- Occupational Therapy Service
- Physio Therapy Service
- Educational Mental Health Practitioner (EMHP)
- Prince's Primary School
- NELI
- Together Trust

Members of these agencies are invited to meetings in school (or remotely) to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into Pupil Passports and intervention/provision.

The school promotes the 'team around the school approach' if needed, to ensure early identification and assessment of SEND. Where an EHAT is in place, school will actively engage with agencies to support the family's needs. Where there isn't already an EHAT in place, the family's needs will be assessed within the Inclusion Team and an EHAT may be opened, if appropriate.

Links with other schools and clusters

Preferably, prior to admission to Leamington Primary School, contact is made between the SENCO and the SENCO or class teacher at the previous school or setting, in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENCO at the receiving school (preferably electronically via CPOMs). Liverpool has an annual SENCO Transition Forum (KS2/3) in May where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place. A member of staff attends that meeting.

The SENCO attends SEND Consortia to share best practice and offer support within the locality.

Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in '**The aims and objectives of this policy**' (page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCO and link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Pupil Passport targets
- Analysis of PIVAT scores data
- An analysis of external tests, including SATs
- The school's tracking systems and teacher assessments

- Evidence generated from Pupil Passports and Annual Review meetings
- IDSR/ASP
- Reports provided by outside agencies, including Ofsted

Complaints procedure for parents/carers

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor.

Managing parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow the school's formal complaints procedure.
- The SEND governor is consulted.
- External advice may be sought.
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.
- Pupil Passports are reviewed - examining what progress the pupil has made.

COMPLIANCE

This policy can be read in conjunction with:

- Access Policy
- Assessment Policy
- Attendance Policy
- Positive Behaviour Policy
- Complaints Policy
- Equal Opportunities Policy
- Inclusion Policy
- Intimate Care Policy
- Learning and Teaching Policy
- Mental Health Policy
- Visitors in School Policy
- Remote learning policy